GROUP REQUIREMENTS (INQUIRY COURSES)

Inquiry courses are designed to help introduce students to the different perspectives, methodologies, and questions that shape the production of knowledge. As suggested by the title, in these courses students will learn how scholars think in different disciplines, and they will also begin to engage in inquiry themselves, using diverse disciplinary methodologies to ask questions, analyze data, and make their own evidence-based arguments.

Through courses that fulfill Inquiry requirements, students will:

1. Gain exposure to different disciplinary ways of understanding the world.
2. Develop basic competencies in these disciplinary methodologies.
3. Apply disciplinary methodologies to analyze relevant data or examples.

There are four primary categories of Inquiry. They include Social Inquiry, Cultural Inquiry, Natural Scientific Inquiry, and Civic Literacy Inquiry. In addition to these categories, there are three additional cross-inquiry categories: First Year Inquiry, Global Learning and Diversity, Equity and Inclusion. Cross-Inquiry courses are specially-designed courses that provide focus on themes that may cut across the primary Inquiry categories, therefore all cross-inquiry courses could be conceivably be found in a primary inquiry category. For example, one could imagine a course focused on Global Learning outcomes from the perspective of the social sciences and/or the arts and humanities.

Each student must complete a minimum of seven courses of at least 3 credits each from the following Inquiry groups, with at least two courses from the Natural Science Inquiry (NSI), one with a lab section, and one course from the remaining Inquiry groups, all of which are listed below.

NOTE: Schools and colleges may also have specific requirements, such that careful course selection can lead to meeting both General Education and college requirements. Please consult the College/School listing for specific requirements.

### Social Inquiry (SI)

After successful completion of this requirement, students will be able to demonstrate their ability to:

- Describe the behaviors, practices, institutions, and/or systems that define a society or social group.
- Identify and define basic concepts in social analysis.
- Analyze social institutions and social interactions.

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<td>AFS 2210</td>
<td>Black Social and Political Thought</td>
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<td>Black Workers in African History</td>
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<td>Introduction to Anthropology</td>
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<td>ANT 3200</td>
<td>Lost Cities and Ancient Civilizations</td>
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<td>ANT 3400</td>
<td>Introduction to Medical Anthropology</td>
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<td>ANT/GLS/PH 3410</td>
<td>Global Health</td>
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<td>Globalization: Theories, Practices, Implications</td>
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<td>History of Modern East Asia</td>
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### Cultural Inquiry (CI)

After successful completion of this requirement, students will be able to demonstrate their ability to:

- Describe artistic or cultural form(s) or philosophical ideas.
- Identify and define basic concepts in artistic or humanistic analysis.

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<td>Interpersonal Communication</td>
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<td>Introduction to Criminal Justice</td>
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<td>GHS/PHS 2800</td>
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<td>Introductory Urban Geography</td>
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<td>Europe</td>
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<td>Social Science Perspectives on Gender, Sexuality, and Women</td>
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<td>Modern America: Since 1877</td>
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<td>Seminar in Latino/a Urban Problems</td>
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<td>Social and Behavioral Aspects of Public Health</td>
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<td>History of Sport</td>
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<td>Understanding Human Society</td>
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<td>People on the Move</td>
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- Analyze artistic practices, cultural forms, artifacts, or philosophical ideas.

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<td>Encounters with the Arts of Global Africa</td>
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<td>World Cultures</td>
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<td>Culture Studies in Japan (Homestay and Study Abroad Tour)</td>
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<td>Young Adult Literature and Culture</td>
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<td>ENG 2800</td>
<td>Techniques of Imaginative Writing</td>
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<td>Understanding the Fairy Tale</td>
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<td>Short Fiction from Central Europe and Russia</td>
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<td>The Age of Islamic Empires: 600-1600</td>
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<td>Russian and East European Film</td>
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Natural Scientific Inquiry (NSI)

After successful completion of this requirement, students will be able to demonstrate their ability to:

- Describe the natural world using physical laws
- Identify and define the basic concepts and methods of scientific inquiry.
- Analyze data based on mathematical and/or scientific methods.
- Apply the scientific method through experiments.

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1 Courses can satisfy the laboratory requirement when elected for appropriate credits and/or with the appropriate laboratory.

Global Learning Inquiry (GL)

After successful completion of this requirement, students will be able to demonstrate their ability to:

- Compare one’s own position, core values, and biases to those in other national and global communities.
- Identify and examine historical legacies that have created the dynamics and tensions of the world.
- Analyze how perceptions and beliefs are created by differing historical, scientific and cultural contexts.
- Exhibit the intercultural competencies necessary to move across boundaries and unfamiliar territory, see the world from multiple perspectives, and/or sustain difficult conversations in the face of highly emotional and perhaps ungenial differences.
- Use analytical reasoning skills to articulate informed and humane solutions to complex global concerns.

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<td>Lost Cities and Ancient Civilizations</td>
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<td>History of Modern East Asia</td>
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<td>Comparative Criminal Justice</td>
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<td>HIS 1800/NE 2030</td>
<td>The Age of Islamic Empires: 600-1600</td>
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<td>HIS 1810/NE 2040</td>
<td>The Modern Middle East</td>
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<td>HIS/LAS 1910</td>
<td>Latin America from Independence to the Present</td>
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</table>

Group Requirements (Inquiry Courses) 3
Diversity, Equity and Inclusion Inquiry (DEI)

After successful completion of this requirement, students will be able to demonstrate their ability to:

- Compare complex categories of social group memberships as they relate to our local and national contexts, democratic traditions, and contemporary struggles.
- Recognize the relationship between contemporary diversity-related issues and U.S. history, institutions, practices, and policies.
- Examine the roots of individual cultural values and prejudices and how they influence behavior.
- Identify the ethical and moral issues present in complex domestic situations and articulate informed responses to ambiguity and disagreement.
- Demonstrate understanding of the key issues of the course by analyzing, proposing, or engaging in strategies that promote equity at the local or national level.

**Group Requirements (Inquiry Courses)**

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<td>African American Culture: Historical and Aesthetic Roots</td>
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<td>Black Social and Political Thought</td>
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<td>Black Detroit</td>
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<td>Introduction to African-American Literature: Literature and Writing</td>
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<td>Race and Racism in America</td>
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<td>African American History I: 1400-1865</td>
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<td>Social Documentary: Community, Compassion, and Activism</td>
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<td>New Soil, Old Roots: The Immigrant Experience</td>
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<td>Managing Diversity in the Workplace</td>
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<td>Literature By and About Women: Literature and Writing</td>
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Civic Literacy Inquiry (CIV)

Civic literacy is a critical component of preparing students to contribute to local, national, and international communities. Inquiry into civic literacy entails asking questions about the relationship of the individual with the public sphere. This inquiry will provide students with foundational knowledge about the diversity of interests in American society over time, both domestic and abroad, especially those pertaining to race, ethnicity, and gender; the mechanisms by which individuals and groups have pursued their interests; and the role of institutions in addressing conflict. Students completing the course will apply the knowledge, concepts, and critical thinking skills from the course to make well-reasoned, informed, and ethical political decisions. After successful completion of this requirement, students will be able to demonstrate their ability to:

- Exhibit knowledge of U.S. history, political institutions, and democratic principles;
- Define the meaning and significance of citizenship and national identity, past and present;
- Identify examples of effective forms of participation by individuals and groups;
- Explain the economic, historic, political, and social bases for conflict and cooperation between groups;
- Apply concepts from the course to critically evaluate differences related to race, ethnicity, and gender.

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<td>Politics and Culture in Anglophone Caribbean</td>
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<td>Politics of the Criminal Justice Process</td>
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<td>History of the Headlines: United States Since World War II</td>
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<td>Law, Citizenship, and American Culture</td>
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